

## Learning, Inclusion and Progress Committee

Based on NGA guidelines downloaded November 2014. [Items in blue indicate additions to these guidelines.](#)

Last reviewed and approved by LIP committee: September 2019

### Membership

The governing body will:

- Review the ToR annually.
- Appoint no less than three governors as members. At least two of the governors appointed shall not be employed at the school.
- Appoint a clerk to the committee. In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (someone who is not the Headteacher).
- Delegate to the committee members responsibility for electing a Chair. The Chair shall be elected for a period of one year at the beginning of each academic year.
- Appoint associate members, if required, following advice from the committee.

### Quorum

- At least three members of the committee must be present for the meeting to be quorate, which must include at least two governors not employed at the school.
- The Headteacher or a substitute nominated by the Headteacher shall be present.

### Meetings

- The committee shall meet at least once a term, and may require additional meetings during the year.
- Dates are to be agreed at the first meeting of the academic year of the governing body.
- Before each meeting, an agenda shall be prepared by the Chair in discussion with the Headteacher for distribution by the clerk.
- All papers for meetings will be available to all members at least seven days in advance on the Governors' Virtual Office (GVO).
- In the absence of the chair, the committee shall choose an acting chair for that meeting from among their number.
- Any decisions taken must be determined by a majority of votes of committee members present and voting.
- Committee meetings will not be open to the public but minutes shall be made available. Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

### Competency Framework for Governance

The six features of effective governance are: Strategic leadership, Accountability, People, Structures, Compliance and Evaluation.

The foci for this committee are:

- To hold the executive leaders to account for the educational performance of the school; educational improvement, rigorous analysis, external accountability.
- To form positive working relationships, relate to staff, pupils, parents and carers and connect to the wider education system by building an effective team
- To have clear roles and responsibilities to avoid unclear and overlapping R&R

Any individual or committee to whom a function of the governing body has been delegated or that has otherwise exercised a function of the governing body, must report to the governing body in respect of any action taken or decision made with respect to the exercise of that function.

## Terms of Reference

### 1. General terms

- 1.1. To act on matters delegated by the full governing body.
- 1.2. To liaise and consult with other committees where necessary.
- 1.3. To contribute to the School Development Plan.
- 1.4. To consider safeguarding and equalities implications when undertaking all committee functions.

### 2. Learning, Inclusion and Progress policy and planning

- 2.1. To review, monitor and evaluate the curriculum offer.
- 2.2. To recommend for approval to the full governing body
  - 2.2.1. Targets for school improvement
- 2.3. To monitor and evaluate rates of progress and standards of achievement by pupils, including any underachieving groups.
- 2.4. To set priorities for improvement and monitor and evaluate the impact of the development plan.
- 2.5. To develop and review policies identified within the school's policy review programme and in accordance with delegated powers, including
  - 2.5.1. Attendance
  - 2.5.2. Behaviour
  - 2.5.3. Sex and Relationships Education
- 2.6. To monitor and evaluate the effectiveness of leadership and management.
- 2.7. To monitor and evaluate the impact on the quality of teaching on rates of pupil progress and standards of achievement.
- 2.8. To monitor and evaluate the impact of continuing professional development on improving staff performance.
- 2.9. To monitor and evaluate provision for all groups of vulnerable children, for example, Pupil Premium and ensure all their needs have been identified and addressed and to evaluate their progress and achievement
- 2.10. To ensure that the requirements of children with special needs are met and receive biannual reports from the SENDCo and an annual report from the SEN governor
- 2.11. To consider recommendations from external reviews of the school, agree actions as a result and evaluate regularly the implementation of the plan
- 2.12. To ensure all children have equal opportunities
- 2.13. To advise the resources committee on the relative funding priorities necessary to deliver the curriculum
- 2.14. To identify and celebrate children's achievements
- 2.15. To oversee arrangements for educational visit including the appointment of a named co-ordinator
- 2.16. To monitor and evaluate pupil behaviour